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AUTHOR Moore, Lawrence H.
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ABSTRACT

A 1980 survey of General Educational Development (GED) equivalency certificate recipients who completed the GED test in 1975 measured influence and impact of successful GED completion on the individual. The sample consisted of 101 former adult students whose records came from the Murray and Paducah, Kentucky, GED testing centers. The survey instrument was intended to measure the status of the GED equivalency certificate recipient with respect to employment, community activities, benfits from GED, and further education subsequently attempted. Secondary information collected related to marital status, number of children, and income. A computer printout indicating frequency distribution of variables and cross-tabulations of selected variables was obtained. Analysis of data for indication of employability, productivity, and responsibility was completed. (Nine tables are provided.) Nearly two-thirds of the respondents (69) were working, and 46 reported that the GED improved employment. A close correlation to personal goal achievement was also indicated. Productivity was increased as shown by 26 respondents who had joined a community organization and 66 who desired training or education. Responsibility was indicated by a high number of married respondents (78) and a high number who had registered to vote. (The survey and written comments are appended.) (YLB)

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A REPORT ON THE FINDINGS OF AN ADULT EDUCATION CLIENT IMPACT STUDY: A FIVE YEAR FOLLOW UP

by:

Lawrence H. Moore
Project Director
Extended Education
Murray State University
Murray, Kentucky 42071

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The author wishes to acknowledge the valuable assistance of a number of adult educators who contributed to the development, the process, and the tabulation of the survey instrument.

Cooperation of GED testing centers in Paducah, Kentucky, and in Murray, Kentucky, was necessary in obtaining data over five years old. It is their efficiency and thorough maintenance of records which made the task of compiling mailing lists much easier.

A special note of gratitude is due the students enrolled in Adult Education graduate level course, ADE 551, Creative Adult Learning, who took upon themselves the task of developing an instrument which would provide the data desired. As we all know, the final mailing of a seemingly simple instrument, is due to the many, many hours of development, field testing, revisions, and modifications. They are listed here in alphabetical order:

ADE 551 - Creative Adult Learning

Dr. Diane O'Brien-Instructor

Class roster:

Louise Benrock
Anita Blaine
Sue Cranor
Willie Drew
Betsy Fusco
Anita Glore
Sarah Hickey
Doris Keibler
Lorain Mathis
Mildred Nichols
Marshall Pritchard
Joe Skelton
Carol Thurmond
Pat Trevathan
Siou Chen Wallace

Foreword

The survey conducted in 1980 of GED recipients who completed the General Educational Development test in 1975 was designed to obtain a measure of the influence and impact which the successful completion of the GED had on the individual.

Combined within the survey results are measurements pertaining to assistance through ABE delivery systems; i.e., learning centers, home-bound instructors, evening ABE classes, Kentucky Educational Television, and Military programs.

The percentages reported are based on the number of returned survey forms, and have not been applied to a universal sampling.

All in all, the evaluation of the GED, of Adult Education, and of the impact on individual lives appears quite positive.

INTRODUCTION

Background

For the many educators involved with adult education and adult basic education, an assumption has readily been passed on to the inquisitive legislative publics. That assumption has been that adult education, with the General Educational Development battery of tests, is one of the best, if not the best, educational programs and endeavors available for the money allocated.

The National Advisory Council on Adult Education printed in the August, 1979, annual report to the United States President:

> "What happened cannot be measured precisely because of variances in record keeping and because no one has had the time and money to investigate what happened to a reliable sample of students after they left the adult education program...What a complete survey of results might show, some adult educators believe, is that the decreased costs of public dependency and increased tax revenues from new jobs or better jobs has just about paid for the cost of the adult basic education program..."

This belief, that adult basic education decreases costs of public dependence and increased tax revenues, must be based on a general feeling of good will as adult students achieve success. But what happens when the emotions settle, when time has had ample opportunity to make a difference?

With frustration, we in adult education often bow the head a little, look at the ground, and state with deep, emotional feeling that the program has had too many reports (generally) of success to not be successful.

Further the hue and cry for more evaluation in Adult Basic Education has gone throughout the land. With current administration practices in budget cutting, a battle continues, with Adult Education winning some, giving on some, and attempting to maintain a viable program. Program justification is necessary for a continued future in Adult Basic Education program efforts.

The purpose of Adult Education programs is:

> Sec. 302 of the Adult Education Act (as amended in 1978)
>
> It is the purpose of this title to expand education opportunities for adults and to encourage the establishment of programs of adult education that will--
>
> (1) enable all adults to acquire basic skills necessary to function in society,
>
> (2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and
>
> (3) make available to adults the means to secure training that will enable them to become more employable, productive, and responsible citizens.

To these ends, then, are the efforts of Adult Basic Education directed.

Part (1) of the purposes of Adult Education Act programs is most probable identified by the reported numbers of Level I students (functioning at or below 8th grade levels) annually enrolled in Adult Basic Education classes, and can be assumed as being substantially met.

Part (2) of the purposes of the act are reflected by the numbers of students who successfully complete the GED - which is an indication of the completion of secondary school.

Part (3) of the Adult Education Act is considered the most difficult in terms of measurement. In that purposes or goals should be measurable, realistic, attainable, and specific, this part of the act causes the most trouble in evaluations. What information is available to indicate the employability, the productiveness, and the responsibility of citizens?

Part (3) of the purposes of the Adult Education Act is the focus of the Adult Education Client Impact Survey, and is an initial attempt to measure occurrences in the adult student's life as they relate to employment, productivity, and responsibility.

Need for the Study

Adult Education, funded by the federal and state governments, provides educational services to adults, age 16 and older, who are not now in school. In the Adult Education process, the GED serves as a culminating measure of attainment, an equivalent to the completion of secondary school.

An enabling objective of increasing the employability, the productivity, and the assumption of responsibility delineates the need for this study. In order to report, more concretely, the accomplishments of Adult Education programs to legislators, to administrators, to teachers, and to inquisitive evaluators, this objective - measured in a test of time spanning five years - was thought to be a partial answer as to the impact on the adult student who utilized the services of Adult Education in their pursuit of self betterment.

Added to the above objective is the current crisis stage in future funding as the administrative budget knife cuts at social and educational programs. Adult Educators have long espoused the notion that Adult Education most probably pays for itself in the generation of tax dollars by the recipient of Adult Education services.

Other than a "guesstimate", no concrete information is available. With the disadvantaged adult considered to be more mobile than the middle class income family, and with the lack of classroom records or the employment continuity of ABE teachers beyond a three year time span, long range achievements and measurements have not been made, nor attempted. The majority of follow-up studies were conducted upon completion of a course or the GED, and do not entail more than one year beyond the completion of course objectives.

The problems associated, at this time, with attempting to discover what has happened to the client of adult education programs create seemingly unsurmountable obstacles.

However, the necessity of attempting to discover the long term results moves us all in crisis situations. This study is the first in a planned series which will gradually be developed into an incremental measurement of client impact on adults in Kentucky.

DESIGN AND METHODOLOGY

Instrumentation

The identification of former Adult Students who were enrolled five years ago was best achieved by reviewing the reliable and controlled records of GED testing centers in Murray and Paducah testing centers. Paducah, Kentucky, is located in the western part of the Commonwealth on the bank of the Ohio River. Murray, Kentucky, is approximately fifty miles to the south of Paducah and about twelve miles from the Tennessee state line. Paducah, population of 30,740, is the larger western Kentucky city, containing light industry, and therefore more populated. Murray, population of 14,329, is more agricultural, with Murray State University located therein. For purposes of this study, both testing centers represent a rural setting, and increase the probability of reaching persons who were identifiable five years ago.

With the time span of five years involved in the sampling of this survey, a mailed survey with a return of 20% was considered to be realistic and attainable. Along with the survey form were a cover letter explaining the purpose of the survey, and a postage-paid return envelope.

The design of the survey instrument was based on brevity and ease of administration. Primarily the instrument was intended to measure the status of the former GED equivalency certificate recipient with respect to: employment, community activities, benefits from the GED, and further education attempted since the GED. In addition to these primary questions, some information as to identification, marital status, number of children, and income were asked.

The development of the survey instrument and cover letter was assigned and accepted by members of a graduate level credit course, Creative Adult Learning. Class members possessed varying degrees of experience as learning center instructors, evening ABE teachers, or adult home-bound instructors. Their suggestions, criticisms, and participation in the formulation of an instrument was of immense value.

Prior to the mailing of the survey, each member of the graduate class contacted five adult students for a field test of the instrument. This procedure would target modification efforts to weaknesses or ambiguities of the instrument. Simplicity and directness were felt to be a "key" in obtaining a reliable number of responses.

After a third revision, the instrument was mailed, in November of 1980, to 491 adults who had successfully completed the GED in 1975.

Collection and Treatment of Data

The 491 names and addresses collected from the GED testing centers served as the total population concerned in this survey. Three actions were anticipated once the surveys had been mailed from the University. (1) Those not deliverable to the address would be returned with stamped postal messages such as: "Not at this address", "Left no forwarding address", or "Insufficient information". (2) Those received by the intended person would be completed and returned in the self addressed stamped envelope, or (3) Those received would not be returned.

Result of mailing:

254 envelopes were returned to this office with indications of not having ever been received by the intended adult. (52%)

101 survey questionnaires were returned in completed form. (21%)

136 survey questionnaires are assumed to have reached the intended adult and were not returned. (28%)

The returned surveys were sent to the Computing and Information System Office on the Murray State University campus for keypunch cards and processing.

Two types of data were obtained: a frequency distribution of thirty-one (31) variables, and a cross tabulation of selected variables.

The variables were:

V - 1	Number of children
V - 2	Sex of respondent
V - 3	Marital status
V - 4	Age
V - 5	Employed full time
V - 6	Employed part time
V - 7	Has GED improved employment?
V - 8	Joined a community organization
V - 9	Registered to vote
V - 10	Voted in presidential election
V - 11	Reason for GED; qualify for further training
V - 12	Obtain a job
V - 13	Armed Forces
V - 14	College
V - 15	Read, Write, Arithmetic
V - 16	Self satisfaction
V - 17	Teach my children
V - 18	U. S. Citizenship
V - 19	Other
V - 20	Education since GED
V - 21	Personal Income Information (optional)
V - 22	Race
V - 23	How prepared for the GED
V - 24	Benefits: Better Job
V - 25	Further Education
V - 26	Other
V - 27	Vocational Training
V - 28	New hobbies
V - 29	Self Confidence
V - 30	Better use of community services
V - 31	Driver's license

Analysis of Data

A computer printout indicating frequency distribution of variables and cross-tabulations of selected variables was obtained. Analysis of the data for indication of employability, productivity, and responsibility was completed. A complete cross-tabulation of each variable (31) by all other variables was not conducted, in the interest of computer time, size of product, and inadequate procedures or methods for locating persons with addresses five years old.

A bias must be heavily considered with a slightly better than 20% return. Non-respondents, for whatever reasons, make a reliable return or follow-up suspect. This analysis undertakes only the returned samples.

Table One

VARIABLES AND FREQUENCY DISTRIBUTIONS

Variable Number	Title	Frequencies	Percent
1	Number of Children	90	89.
	w/one	25	24.8
	w/two	32	31.7
	w/three	19	18.8
	w/four	7	6.9
	w/five	4	4.
	w/six	2	2.
	w/seven	1	1.
2	Sex	Male- 46 Female-55	45.5 54.5
3	Marital Status	101	100.
	No response	3	3.
	Single	4	4.
	Married	78	77.2
	Separated or Divorced	13	12.9
	Widow or Widower	3	3.
4	Age	101	100.
	No response	6	5.9
	20 - 30	22	21.8
	31 - 40	34	33.7
	41 - 50	21	20.8
	51 - 60	16	15.8
	60 +	2	2.0

Variable Number	Title	Frequencies	Percent
5	Employed Full Time	94	95.1
	yes	57	56.4
	no	37	36.6
6	Employed Part Time	48	47.5
	yes	12	11.9
	no	36	35.6
7	Has the GED Improved Employment	78	77.2
	yes	46	45.5
	no	32	31.7
8	Have you joined a Community Organization	72	71.2
	yes	26	25.7
	no	46	45.5
9	Have you registered to vote?	76	75.3
	yes	44	43.6
	no	32	31.7
10	Did you vote in the Presidential Election?	95	94.1
	yes	72	71.3
	no	23	22.8
11	Reasons for GED/ Qualify for Further Training	48	47.5
12	Reasons for GED/ To Obtain a Job	34	33.7
13	Reasons for GED/ Join Armed Forces	6	5.9
14	Reasons for GED/ Go to College	18	17.8
15	Reasons for GED/ Learn to Read,Write,Arith.	3	3.0

Variable Number	Title	Frequencies	Percent
16	Reasons for GED/ Self Satisfaction	66	65.3
17	Teach Children	10	9.9
18	U.S. Citizenship	2	2.0
19	Other	7	6.9
20	Education since GED	60	59.8
	Junior College	15	14.9
	Senior College	7	6.9
	Continuing Education Courses	12	11.9
	Other Courses	19	18.8
	Junior College Degree	3	3.0
	Senior College Degree	4	4.0
21	Income (optional)	80	79.2
	4,000 or less	16	15.8
	4,001 - 7,500	10	9.9
	7,501 - 10,000	20	19.8
	10,000 +	22	21.8
	20,000 +	12	11.9
22	Race	92	91.9
	White	85	84.2
	Black	7	6.9
	Hispanic	1	1.0
23	How Prepared for GED	98	98.
	Learning Center	25	24.8
	KET	2	2.0
	ABE Class	24	23.8
	Home Instructor	3	3.0
	Armed Forces	9	8.9
	None	35	34.7

Variable Number	Title	Frequencies	Percent
24	Benefits From GED/ Better Job	48	47.5
25	Benefits/Further Education	45	44.6
26	Benefits/Other	6	5.9
27	Benefits/Vocational Training	16	15.8
28	Benefits/New Hobbies	4	4.0
29	Benefits/Self Confidence	69	68.3
30	Benefits/Better Use of Community Services	8	7.9
31	Benefits/Drivers License	1	1.0

Table 2

Distribution of reported income by employed full time respondees

Reported Income	Employed Full Time			
	No Response	Yes	No	Total
No Response	4	4	13	21
0-4,000	-	5	11	16
4,001 - 7,500	2	7	1	10
7,501 - 10,000	1	12	7	20
10,000 +	-	18	4	22
20,000 +	-	11	1	12
Totals	7	57	37	101

Table 3

Distribution of reported income by those reporting part time employment

Reported Income	Part Time Employment			
	No Response	Yes	No	Total
No Response	9	3	9	21
0 - 4,000	5	3	8	16
4,001 - 7,500	7	3	-	10
7,501 - 10,000	9	2	9	20
10,000 +	17	-	5	22
20,000 +	6	1	5	12
Totals	53	12	36	101

Table 4

Distribution of reported income by

GED Improved Employment

Reported Income	No Response	Yes	No	Total
No Response	9	4	8	21
0 - 4,000	1	7	8	16
4,001 - 7,500	5	4	1	10
7,501 - 10,000	3	14	3	20
10,000 +	4	10	8	22
20,000 +	1	7	4	12
Total	23	46	32	101

Table 5

Distribution of income by education since GED

Income	Education					
	No Response	Junior College	Senior College	Cont.Ed. Courses	Other Courses	Total
No Response	12	-	3	2	4	21
0 - 4,000	11	-	-	2	3	16
4,001 - 7,500	3	1	1	2	3	10
7,501 - 10,000	6	3	2	4	5	20
10,000 +	9	8*	-	2	3	22
20,000 +	4	6**	1	-	1	12
Total	45	18	7	12	19	101

*Represents one reported two-year degree
**Represents two reported two-year degrees

Table 6

Distribution of education since GED by benefits of self confidence

Education	Self Confidence: Yes	No	Total
No Response	36	9	45
Junior College	10*	8	18
Senior College	7	0	7
Cont. Educ.	5	7	12
Other Courses	14	5	19
Total	72	29	101

*Included three two-year degrees

Table 7

Distribution of how prepared for GED by education since

How Prepared	Education Since: No Response	Junior College	Senior College	Cont.Ed. Courses	Other	Total
No Response	1	2	-	-	-	3
Adult Learning Center	7	3	4	6	5	25
Kentucky Educ. T.V.	-	2	-	-	-	2
ABE Class	16	-	2	-	6	24
Home Instructor	1	1	-	-	1	3
Armed Forces	3	4	-	-	2	9
None	17	5	2	6	5	35
Total	45	17	8	12	19	101

Table 8

Distribution of how prepared for GED by full time employed

	Full Time			
How Prepared	No Response	Yes	No	Total
No Response	-	2	1	3
Adult Learning Center	3	16	6	25
Ky. Ed. T.V.	-	2	-	2
ABE Class	3	7	14	24
Home Instructor	-	1	2	3
Armed Forces	1	7	1	9
None	-	22	13	35
Total	7	57	37	101

Table 9

Distribution of income by how prepared for GED

	How Prepared						
Income	No Response	Learning Center	KET	ABE Class	Home Instr.	Armed Forces	None	Total
No Response	1	5	-	8	-	-	7	21
0 - 4,000	-	6	-	5	1	-	4	16
4,001 - 7,500	-	5	-	4	-	-	1	10
7,501 - 10,000	1	5	-	3	1	2	8	20
10,000 +	-	3	2	4	1	4	8	22
20,000 +	1	1	-	-	-	3	7	12
Total	3	25	2	24	3	9	35	101

27

23

Employability

An analysis of data to determine increases in employability was confined to variables directly relating to employment status:

V-5 Employed Full-time
V-6 Employed Part-time
V-7 Has GED Improved Employment
V-12 Obtain a Job
V-13 Armed Forces
V-24 Benefits: Better Job

Fifty-seven individuals indicated that they were employed full-time, 12 were part-time, and 46 reported that the GED improved employment. Nearly two-thirds of the responders (69) were working.

A cross-tabulation of "Has GED Improved Employment" (46) with "Benefits of GED: Better Job" (48) indicates a close correlation to personal goal achievement. Further of the six who indicated they took the GED to enter the armed forces, five were in the service. Of the 34 who indicated that their reason for the GED was to obtain a job, 27 indicated that the GED improved their employment: a goal completion rate of 79%.

Apparently, the achievement of employment goals through the completion of the GED reflect a high degree of success for the job seeking individual. With the GED as a basic rung on the employment ladder, indications are strong in promoting this type of success.

Productivity

Variables measuring productivity can be identified as those indicating individual growth: 1) joined a Community Organization, 2) teach my children, 3) education since GED, 4) further education, 5) vocational training, and 6) qualify for further training.

Twenty-six respondents reported having joined a community organization, 10 respondents wanted to teach their children.

Forty-eight wanted the GED to qualify for further training and 18 wanted to enter college--a total of 66 desiring training in education.

Twenty-two reported having enrolled in college, with three achieving a two-year degree and four achieving a four-year degree. Thirty-one reported continuing education in other courses. Sixteen had taken vocational courses. Overall, a total of 70 persons reported having become involved with training or education, compared with 66 desiring training or education.

Again, an apparent factor in measuring productivity is that education and training lead to increased productivity. Further, nearly 26% increased community involvement by joining organizations. Through the promising indications of community involvement, education and training, productivity can be readily assumed as having been significantly increased.

Responsibility

Becoming a more responsible citizen is an ambiguous measure at best. For purposes of this study, indicators of responsibility were confined to the following variables:

3 - Marital Status
9 - Registered to Vote
10 - Voted in Presidential Election

The married status, in times of high divorce and separation rates, is significantly high (78 married) when compared to national reports reflecting nearly 50% divorces a year. This status is assumed to represent a responsibility for self, others, and committments.

However, a high degree of respondents indicated that since the GED, they had registered to vote (44). Adding this new registration to the democratic process indicates the action taken in registering to vote as a responsible one.

In addition, and certainly above the normal voter turnout, 72 respondents reported having voted in the presidential election of 1976.

Recommendations:

Continued long-term evaluation of Adult Education Program clients should be encouraged. Based on the ambiguity of some of the data from this initial long term survey attempt, specific responses should be centered at employment status. For example, when considering the formulation of an evaluation instrument, the inclusion of the following specifics concerning employment status would yield more concrete data for subsequent interpretation:

Present Employment Status:

_____Homemaker (full-time, unemployed)

_____Employed, part-time

_____Employed, full-time

_____Retired

_____Disabled (unable to work)

_____Unemployed (seeking employment)

_____Unemployed (not seeking employment)

_____Other (please specify)

Another restrictive element in this present survey involved the lack of early identification of survey recipients at a time when they complete the GED. At that time, more specific background information can be obtained for an analysis of variance during later long-term evaluation procedures.

Finally, the continuation of the Adult Education delivery systems, i.e., learning labs or centers, evening classes, and homebound instruction should be considered. With the majority of this survey population gaining entry to educational activities, and consequently obtaining more involvement with traditional education beyond the GED (nearly 2/3rds), the evidence is supportive of the continuation and possibly the expansion of Adult Education "re-entry" channels.

Conclusions:

The GED test, as an avenue of individual advancement in this society, is a viable and promising one. The recognized achievements of those who have successfully completed the GED cannot go without positive notice. When measuring employability, productivity, and responsibility, the GED, and supportive adult education systems, form the bridge to achievement.

With degrees of self-satisfaction (66%) and a feeling of self-confidence (68%) being enhanced for the majority of adults who took the GED examination, the costs of the program are offset by the gains of the individual citizens. One could say that when a person is more satisfied with self, the results are evident in the actions of the individual. More positive self concepts result in more positive interaction with society.

A 1980 SURVEY OF GED RECIPIENTS FROM 1975

WRITTEN COMMENTS

"The GED Center has been a great help and self satisfaction to me, and if not for health reasons I would be working toward being an R.N. Mr. Guthrie, Mildred and the staff at the ALC has been a great help to me. I didn't get a chance for an education 'til my later year's and I appreciate it very much. If the center needs Federal help I sure hope it gets it because Murray needs the center very much. I have children that plan on getting their GED soon. Again thanks so much for your help."

"I appreciate the opportunity to get my GED diploma. I didn't have the opportunity to finish school when I was young. Then I took a course at Marshall Co. Vocational School, I couldn't get without the diploma."

"Strictly self satisfaction - I wanted to feel worthy of wearing my class ring."

"After taking the GED test and passing it without having to take any subjects over, and knowing I was receiving the certificate equivalent to a high school diploma, I felt like shouting it from the house top. I was something I had always had a great desire for, and I had been told when I attended night classes years ago for adults that I was ready for the test, but I presume I did not have enough confidence in myself to believe I could. I would advise anyone, old or young, who has the desire to finish school, and the opportunity does not present itself for any reason to get into the GED program, apply themselves, and I'll guarantee with the literature and school uses, and help from the paraprofessionals they will be able to master the test, and the reward is really great. In case they want to further their education they will be prepared to enter a college, for so many of the universities accept a GED student who has the equivalency of a high school diploma. No one will ever regret the trial."

"This was one of the most rewarding experiences of my life."

"I was forty years old when I decided to attend the adult education classes at the LaCenter Grade School. At the time I was a widow, and had a lot of time by myself. It was a challenge to me, and much to my surprise I really got interested in studying again, and the things that I had learned as a youth came back to me. My children were proud of me for accomplishing this, and that made it worth the effort."

"I only desire part-time employment, but I am sure having taken the GED if I should decide to seek full time employment, it would be a great help to me. I am very thankful to have had the chance to take it."

"I really don't believe having my GED diploma made that much difference as far as getting a job, but in the following year I went to work. I wanted a diploma for self-satisfaction more than anything else. I started working in the Postal Service and am presently a postmaster of a small office."

"At the time I took my test, we were self employed in a restaurant. We were under lease for five years. We could have qualified for welfare four of those five years. We sold a house for $10,000 started our oldest son in a business of his own. We still own 10% of his business. We have since bought a grocery store - us and the bank - and I really need further training in business. Hope this is the kind of information you are looking for."

"I'd like to further my education in spelling, English - I was going to try to complete a course in Cosmotology. At this time it's been impossible to do. Husband is disabled, so I've put it off once again."

"I have always had hopes of someday going into nursing. This is something I hve always hoped to pursue and still may some day. Right now, I have a 13 year old son and feel he needs me at home. After receiving my GED I worked as a receptionist-bookkeeper for a local doctor for 2½ years. I have not worked outside of my home in 2 years. But I do hope to fulfill my dream, possibly in the near future. I hope this has been of some help to you."

"Since 1975 when I obtained my GED I have continued my education by taking a vocational school accounting course and taking night classes at M.S.U. in Real Estate. I obtained my Real Estate salesperson's license in January 1980. I am presently enrolled at M.S.U. full time, working toward a Business Degree with an area in Real Estate. By the end of this semester I will have 30 credit hours."

"Since I received my GED I attended Draughons (business college) for one year and also attended Paducah Community College for several months."

"I took a part-time job in the County Clerk's Office - McCracken County in Paducah. I worked four years and felt my GED was a great help to me. I'm very glad I took part in your program and happy to have received my diploma."

"When taking my GED I had a back injury and found that my further training I couldn't do on account of the strain. My GED had made it easier to communicate. To understand on a social level. In 1978 I had asked to get to have training so I could get a better job. I wanted to do social work or even work in mental health program, but they said it took college training and it was too late for me to start. I went to work in a garment factory, but that job has run out. I wanted to do work as a lab tech, couldn't get rehabilitation or training. That also was unavailable in 1978. I still need an income but to no avail. It was said there were no programs. I'm still interested in training. I've thoroughly enjoyed education. It is to anyones advantage to take the GED."

I am now layed off from Fisher Price Toys in Murray. I have been hired on as a permanent employee, but am layed off now. I make $4.35 an hour when working. I enjoy telling people I have my GED and maybe sometime it may help me get a better job."

"Everyone should have a high school education and some college if possible. It certainly has helped me further my duties on the job as well as educational to my family."

"I am very proud of my GED. I got mine because my husband attended college. After getting married I decided I wanted at least a high school diploma. I did not find it hard to achieve this goal. I studied for about 3 weeks at the insistance of the local adult center, as I was weak in algebra. I intended to attend Paducah Community College in the near future for Data Processing. I found that learning is a lot more fun than when I was younger - now I apply myself. My children will both be college graduates I hope, but after getting my diploma I no longer feel "dumb" when someone asks "did you finish high school?" I hope most people that have not finished high school will work toward that goal with GED."

"The company I worked for, Merit Clothing Co., in Mayfield, has gone out of business. My GED may help me as I am in the process of looking for something else to do."

"The GED test made me realize how important an education really is. I now plan to finish college and go to Law School. My current G.P.A. is 3.5 on a 4.0 scale."

"If not for having my GED diploma I would not be employed as a Licensed Practical Nurse today. Thanks to a few night adult learning classes I was able to obtain my GED diploma and enroll in the area Vocational School of Practical Nursing. I obtained my license and have been working for about 3½ years in a vocation that I thoroughly enjoy."

"I am sorry but I did not receive this until today. Hope it isn't too late to take part in your survey. I wish everyone who dropped out of school could know how different their life could be to go back and get their GED."

"I am proud of my GED but now I realize what a mistake I made by not finishing school. At 35 these vocational courses are hard. I am a full time home-maker and it is difficult to find time to study. I have taken the Bank Teller course and now am in Accounting III. I finished Accounting I and II but III is much more complicated. I hope to get some more courses in accounting after I know the basics. My reason for trying to get any schooling is someday I may be the bread winner in the family and I don't want to wash dishes or wait on tables. I have one child who has graduated from high school and my goal is to help the other two to see the importance of their education. Some people have stated to me that they are too old to get any more education but I only tell them you are never too old to learn. I enjoy the classes I take but being a home-maker and mother and student is difficult but if you want something bad enough it can be done."

"I hope this information will encourage some others to further their education and get their GED. As I know from my own experience that it will help you very much."

"In finishing the GED it has given me self-confidence - and has helped me accomplish some goals that I had dreamed of - such as furthering my education and becoming a better person. Although I have attended some college, but have not yet completed my goal of becoming a laboratory technician (due to illness), but I intend to complete it as soon as possible. I have learned so much and feel that I have become a better person - not only from the knowledge from books, but from the knowledge I have learned from people - people who have helped me and who I have helped - people who have become friends - we need each other. We are put here on earth to help each other - and I am so thankful that I had someone to help me - give me a push - to take the GED, because it made a tremendous change in my life."

"Since finishing the GED I am better able to understand my job. I immediately received a raise in salary. I highly appreciate the cooperation from the staff at the Adult Learning Center. They were concerned about my completing the GED and this was a great help to me."

"Passing the GED test without any preparation gave me a lot of self-confidence. Since then I have attended college and made excellent grades. Also I have learned a lot on my own by reading books in electronics, etc. All I needed was a boost and the GED gave me what I needed most, self-confidence and Pride."

"I think it was well worth my time and effort. By receiving the certificate I have gotten a much better job, higher salary and less work. Since I was 21 years of age I have always voted at elections. In 1979 I took the course of A.I.A. "Adventures in Attitudes" a very worthwhile course. Also a course in Department for Human Resources Food Preparation and Services. I belong to some community organizations such as, Executive Board of C.E. Council, McCracken County Home-Makers, Women Advisory Board of Southern States."

"Survey seems saturated with generalizations, non-applicable to the applicants with profit. Since finishing the GED, progress has snowballed in every opportunity - smaller opportunities came at first, and larger ones followed complemented the total, of which the GED had a part in. Externally, from my view, the GED may project a more favorable image, featuring direct transitional coordinational and occupational careers."

"Since completing the GED studies I have divorced and remarried. If this information is any help to your survey."

"I worked in a factory all my life. Being the oldest of eight children my Dad said I did not need a high school diploma that I could do housework or factory work. So my desire was someday to go back to school to get my diploma. I started going to adult school many times and so many things would come up with a big family I did not finish. In 1975 my son, Joe, was going to Paducah Community College, he kept after me to go ahead this time and finish so I did. Many things have opened up. I work at Kresges now as check-out and manage two departments 8 a.m. to 5 p.m. For the last 11 months I worked a part-time job 5:30 to

9:30 and Sunday 12 a.m. to 6 p.m. I needed the money to pay hospital bills for my husband. I am grateful I can check-up right. Very few times I am off either way. I have been serving in the election polls now and enjoy it very much. Kresges will be closing December 24, 1980. I do not know what will be mu future, but I want to be able to study some more English, and Psychology, also spelling, as well as get another job. I am very grateful for the self-satisfaction I have now of knowing I am improving myself."

"My GED has opened many doors for me. I was able to return to school. I have completed all General Studies required for the nursing program at Shawnee College - the L.P.N. course was finished in August of 1977. I worked for three years after graduation - this year I am a full time student again. I hope to graduate in June of 1981 as an R.N. I feel that none of this would have been possible without the GED."

"Kim is a member of the Air Force along with her career husband. She will be promoted shortly to Sgt. She has already completed two accredited college courses at one of the four universities and college extension schools at Seamore Johnson Air Force Base, Goldsboro, N.C., working toward a B.S. degree required for a commission. Her husband will be continuing his education with her come 1/81. Thank you for this inquiry. I thought it would be more expedient to complete it than a longer delay in sending it on to her."

"I attended Draughons Business College from October 1975 until June 1976 until G.I. benefits ran out - did not receive degree. Would further education if bill should be passed. Hope I have been of some help - let me know if there is anything more I can do."

"Since completing the GED in 1975 I have been employed as a welding instructor at Christian County Area Vocational Education Center. I now have 69 credits at Murray University in V.T.E. courses."

"A man or woman never get to "old" to go back to school:
I have been thinking a lot about my "life".
Did you ever want to own the world's
Be the man you've alway want to be go back school's
I am in Vocational Training School in Paducah, Ky
Courses Brick, Block, Masonry.
A man discovered
To link the 20th century with the 21st century rooted in the Science of today, the world of tomorrow, a world of growing Intellectual Vitality, Expanding dreams and Infinite Hope. A world of inner-Space and outer-Space. A world in which the impossible has become commonplace, an paranormal normal. Light years, is driven by that most exciting and powerful of forces, the human imagination."

SAMPLE LETTER AND SURVEY INSTRUMENT

October 28, 1980

Dear GED Graduate:

What difference has the GED made in your life? In 1975, you were one of many who completed the GED. Your experiences since then make you a valuable source of information for a survey being conducted by the Kentucky State Department of Education, Murray State University, and adult educators in West Kentucky.

The results of the survey will be compiled without releasing your identity or personal information. However, the results will be used to determine the value of the GED, the effectiveness of the GED adult education program. It will assist other adults who have been hesitant to enroll in adult education programs and to pursue the GED.

Kentuckians like yourself, who took the GED in Paducah or Murray testing centers are being contacted, and this survey is designed to measure the changes that have occurred as a result of the GED.

Will you please take a few minutes to complete the form provided and return it in the enclosed envelope. Please return the form prior to November 15, 1980.

Thank you so much for your help.

Sincerely,

Lawrence Moore
Adult Education Coordinator

LM:mfv
Enclosures

Out of 500 GED graduates, you have been chosen to represent Kentucky. Thank you for helping us fill out this survey.

Name_____ Social Security No._____

Address_____
(Street) (City) (State) (Zip)

Telephone No._____ Number of Childredn_____

Sex M_____ F_____

Name_____ Age_____ Grade_____
Name_____ Age_____ Grade_____
Name_____ Age_____ Grade_____

Marital Status (Check One)

- ☐ Single
- ☐ Married
- ☐ Separated or Divorced
- ☐ Widow or Widower

Age

- ☐ 20-30
- ☐ 30-40
- ☐ 40-50
- ☐ 50-60
- ☐ 60+

EDUCATION SINCE GED:

- ☐ Jr. College
- ☐ Jr. College Degree
- ☐ Sr. College
- ☐ Sr. College Degree
- ☐ Continuing Education
- * Other Courses_____

Yes	No	
☐	☐	Are you employed full time?
☐	☐	Are you employed part time?
☐	☐	Has your GED improved your employment?

SINCE YOU COMPLETED THE GED:

☐	☐	Have you joined a community organization?
☐	☐	Have you registered to vote?
☐	☐	Did you vote in the Presidental Election?

☐ 1972 ☐ 1976

Optional: Personal Income Information (Do not include spouse)

- ☐ $0 - 4,000
- ☐ 4,001 - 7,500
- ☐ 7,501 -10,000
- ☐ 10,000+
- ☐ 20,000+

RACE

- ☐ White
- ☐ Black
- ☐ Asian
- ☐ Hispanic
- ☐ Am. Indian
- ☐ Other

REASONS FOR FINISHING GED:

☐	☐	Qualifying for further training
☐	☐	Job
☐	☐	Armed Forces
☐	☐	College
☐	☐	Read, Write, Arithmetic
☐	☐	Self Satisfaction
☐	☐	Teach my children
☐	☐	U.S. Citizenship
☐	☐	Other

HOW DID YOU PREPARE FOR THE GED?

- ☐ Adult Learning Center
- ☐ Kentucky Educational Television
- ☐ Adult Basic Education Class
- ☐ Home Instructor (Paraprofessional)
- ☐ Armed Forces
- ☐ No Preparation

BENEFITS FROM GED:

- ☐ Better Job
- ☐ Further Education
- ☐ Other
- ☐ Vocational Training
- ☐ New Hobbies
- ☐ Self Confidence
- ☐ Better use of Comm. Services
- ☐ Drivers License

*Please use the back of this paper to tell us any comments about this survey, your GED, or life since finishing the GED.
ADDRESS: Extended Education, Murray State University, Murray, KY 42071